



Seeing Is Believing! Video Modeling to Solve Academic, Social-Communication, and Behavioral Challenges

by Ann Gortarez, Mary Keeney, and Suzie Perry



Symbaloo for VM



<http://www.symbaloo.com/home/mix/13eP705d6H>

You Decide...




Video Modeling

Video modeling is an intervention technique that uses technology (e.g., smartphone, tablet).

It involves three simple steps:

1. Adult videos the target behavior
2. Student watches video
3. Student imitates the behavior of the person in the video



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- If at any time during the meeting you would like to share an idea or ask a question, you can use:
 - https://todaysmeet.com/Video_modeling
 - Together we know more!



Take a look!



[Prezi Link](#)

Why does this work?

positive
memory

relevant
cues

repeated
viewing

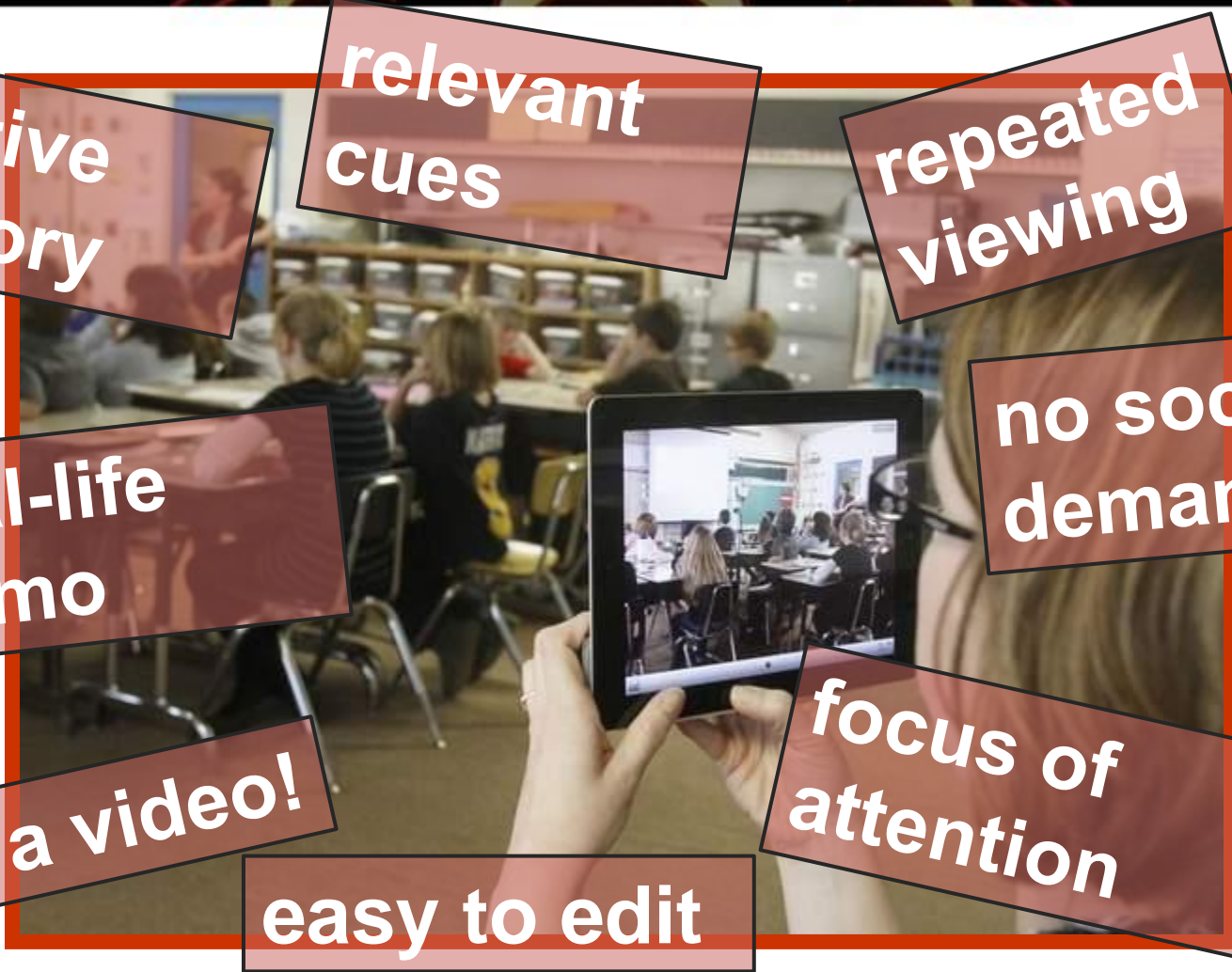
real-life
demo

no social
demands





it's a video!

focus of
attention

easy to edit



4 Types of Video Modeling

-  Video self-modeling
-  Video modeling
-  Point-of-view video modeling
-  Video prompting

Video Self Modeling

The primary model
is the actual student.

Inappropriate or other behaviors are edited out of the final video.

Supports:

- Prompting
- Reinforcing
- Repeated play



Video Modeling

The primary model is *someone other than the student.*

Supports:

- Prompting
- Reinforcing
- Repeated play



Point-of-View Modeling

The targeted behavior is videoed as it would look through the student's eyes.

Only the hands of the model and the materials being used are seen in the video.

Supports:

- Prompting
- Reinforcing
- Repeated play



Video Prompting

Shows sequence of task or behavior in different clips

- The task is broken down into parts.
- Not shown start-to-finish.
- The student views one part, followed by a pause.
- At the pause, the student is asked to perform that part of the task.
- The process is repeated until the entire sequence of behaviors is complete.



You Decide

Video Self Modeling

The primary model **is the student themselves.**

The video is played for the learner **before** each teaching situation.

After the video is finished, the learner is prompted to perform the behavior.

Prompting, reinforcement, and repetition are often needed throughout the observation and performance parts of video modeling.

Inappropriate or other behaviors are edited out of the final video.



Example: P B & J

Tying your shoe

When you lose at a game

Getting lunch tray in cafeteria

Staying on topic

Solving a multiplication problem

Asking for help on an assignment

Going to the doctor or dentist

Point-of-View Modeling

The targeted behavior is videoed as it would look through the student's eyes.

Only the hands of the model and the materials being used are seen in the video.



<http://youtu.be/b6t7nALqa50>

Video Modeling

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<http://youtu.be/DVPyDXNbnfU>

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Which type of VM would you try first?	Video Self Modeling	Video Modeling	Point of View Video Modeling	Video Prompting
Tying your shoe				
When you lose at a game				
Getting lunch tray in cafeteria				
Staying on topic				
Solving a multiplication problem				
Asking for help on an assignment				
Going to the doctor or dentist				

"I think I would use point of view video modeling to teach this because..."

Who might benefit? *

- Students receiving special education services
- Students in RTI
- Possible limitations:
 - Under age 4
 - Significant ID
 - Attention and self-recognition issues

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Cheryl McMahon
Assistive Technology Specialist

Dear Parents,

I am interested in using video self-modeling in our classroom. Video modeling involves watching a video of a model or oneself and then imitating the behavior seen on the video. Results from studies indicate that video modeling and video self-modeling are effective intervention strategies for addressing social-communication skills, behavioral functioning, and functional skills in children and adolescents. Benefits of using this strategy include the following:

- Promotes the acquisition of new skills
- Enhances performance of existing skills (increases mastery and fluency, and decreases anxiety)
- May be combined with other strategies (coaching, social problem solving, self-monitoring, etc.)
- Allows for the use of "hidden" supports and prompt fading
- Increases self-confidence through the viewing of successful behavior

Videos will be created in our classroom as well as the students' general education classroom and will be used to practice and improve our social skills. The videos will be shared in our classroom and with a group of teachers that are interesting in learning how to use video modeling within the district (I will be teaching a group of teachers how to use video modeling). If you give permission for me to use this strategy, please sign below and send the bottom portion back to me. If you would like to learn more about video modeling and video self-modeling please feel free to call or e-mail me using the contact information below.

Thank you,
Cheryl McMahon
Cheryl McMahon, Assistive Technology Specialist
cmcmahan@flschools.org
(651)982-8352

I give permission for my child, _____, to be videotaped for the purpose of video modeling at Central Learning Center.

Parent Guardian Signature _____ Date _____

Inspire the learner. Ignite the potential!
Forest Lake Area Schools • Independent School District 631 • Equal Opportunity Employer and Educator

*obtain informed written parental consent

What can be taught?

Anything that can be videotaped!

- Communication
- Emotion recognition
- Perspective taking
- Activities of daily living
- Pretend and reciprocal play
- Academics
(staying on task, reading comprehension, fluency, etc.)
- Social skills

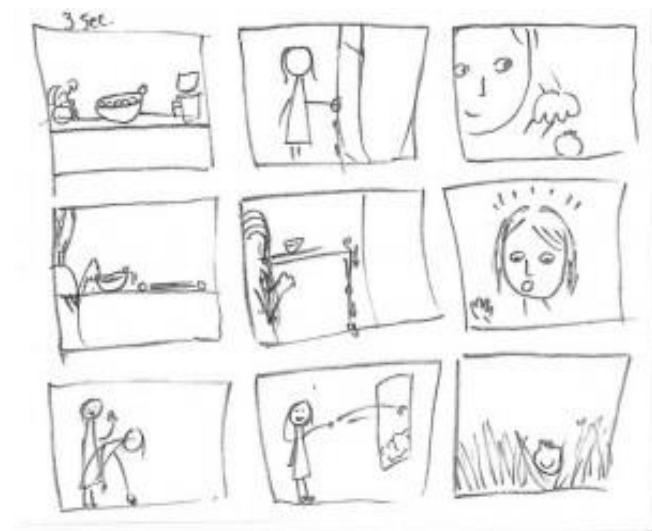


Three Steps to Video Modeling

Based on Jeff Sigafoos, Mark O'Reilly, and Berenice de la Cruz (2007). *How to use video modeling and video prompting*. Austin, TX: Pro-Ed.

Adult videos the target behavior

- Choose a behavior that is important for the student to learn.
- Obtain baseline data (what student can and cannot do)
- Plan out what you will video



- Decide which of the four types is best...then...
- Start shooting your video



But first a public service announcement...“V.V.S.”

Student Watches Video



- Show the video in natural setting and time*



- Have the same materials ready

Student Imitates the Behavior

- Monitor progress
 - ❑ Student does it—plan to fade, target next behavior
 - ❑ Student partially does it—analyze, adjust
 - ❑ Student doesn't do it—*ruh-roh* (see next slide)

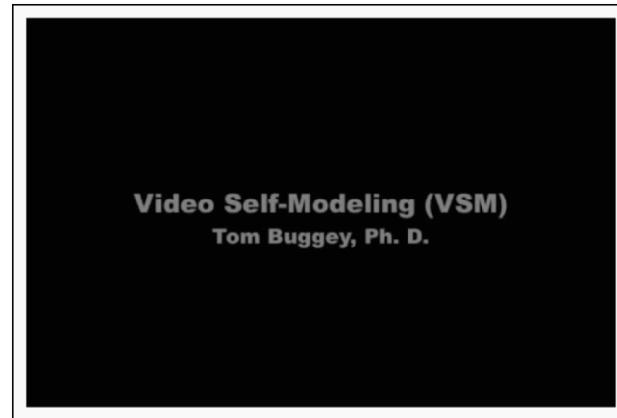


Troubleshooting

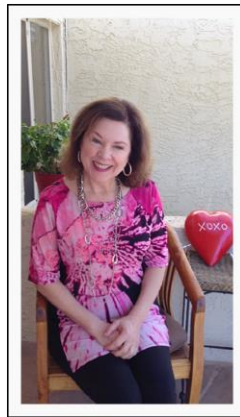
To adjust the intervention, some reflection questions:

- Is the learner watching the video enough times per week?
- Is the learner watching the video, but not attending to the most relevant parts?
- Is the learner getting enough prompting from adults and/or peers to use the target behavior?
- Is the learner receiving the appropriate amount and type of reinforcement for performing, or attempting to perform, the target behavior(s)?
- Is the video too complex? Would slowing it help? Muting the audio?
- Does another task analysis need to be completed to make sure that the video includes the correct steps?
- Does the learner have the skills (e.g., imitation, learn by observation) needed to benefit from video modeling?

Examples



Note: VVS



Lights, Camera, Action!

1. Choose a behavior
2. Plan out the video,
assign roles
3. Take the video*
4. Play the video for the
target person
5. Ask the person to
perform the behavior



* Video editing resources provided on the Symbaloo

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Thank you!

This presentation was a collaboration between the following Exceptional Student Services Units:

Special Projects-Assistive Technology

&

Professional Learning and Sustainability



2014

Bonus Track

Jacob stands in line:

